[peel_logo](http://www.peelschools.org/index.htm)

# Context

This monograph focuses on the student who has received an R or below 50% in Language and/or Mathematics (Literacy and Numeracy). However, the ideas and suggestions provided here **could be used with all students.**

**Shared Beliefs:**

* All students can succeed (*Learning for All*, p. 6)
* High expectations and early intervention are essential (*Learning for All*, p. 10)
* Fairness is not sameness (*Learning for All*, p. 6)

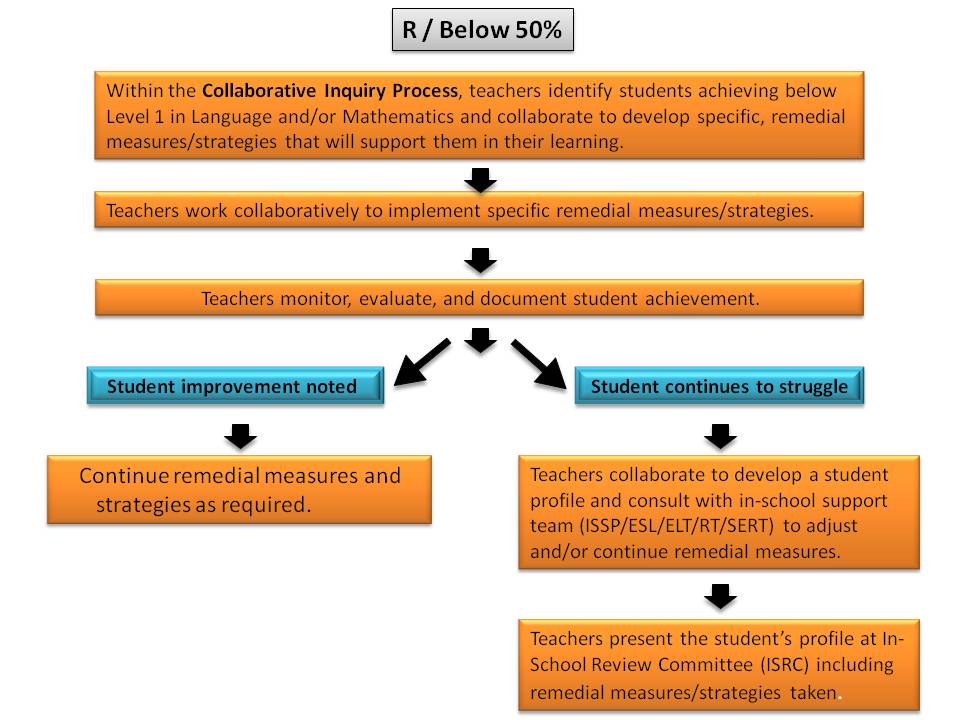
**Personalization:** Education that puts the learner at the centre, providing assessment and instruction that are tailored to students’ particular learning and motivational needs.

**Precision:** A system that links “assessment for learning” to evidence-informed instruction on a daily basis in the service of providing instruction that is precise to the level of readiness and the learning needs of the individual student.(Fullan, Hill, & Crevola, 2006 pp. 16-26 in *Learning for All*, p. 17)

**Universal Design for Learning:** The aim of UDL…is to provide access to the curriculum for all students and to assist educators in designing products and environments to make them accessible to everyone…not only those with special education needs. The universal in UDL does not imply that there is one optimal solution for everyone; rather, it reflects awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit individual learners and maximize their ability to progress. (Rose and Meyer, 2002 in *Learning for All*, p. 15)

**Should we do a Learning Plan?**

Previously, Peel educators were provided with a template to create a Learning Plan for elementary students who received an R or below 50% on the provincial report card. In lieu of developing a Learning Plan, this monograph offers suggestions for planning and monitoring **remediation for a student who is not identified as exceptional**.



For students who receive an *“R” or a mark below 50 per cent*, the development of strategies to address the students’ specific learning needs is required in order to support their success in learning. The “R” or mark below 50 per cent indicates that additional learning is required before a student begins to achieve success in meeting expectations for the grade/subject or course (Growing Success, p. 41).

In reporting to parents, **teacher comments should describe specific remedial measures that are planned or strategies that have been developed to address the student’s specific learning needs** and which promote success in learning in addition to the parental support that will be required. Teachers should contact and consult with parents as soon as possible to involve them in supporting the student. (*Growing Success*, p. 65)

# Policy

November 2011

CISESS, Peel District School Board

Peel’s *Growi*nograph Series:

Supporting Students Achieving Below Level 1 in Literacy and Numeracy Grades 1 - 8

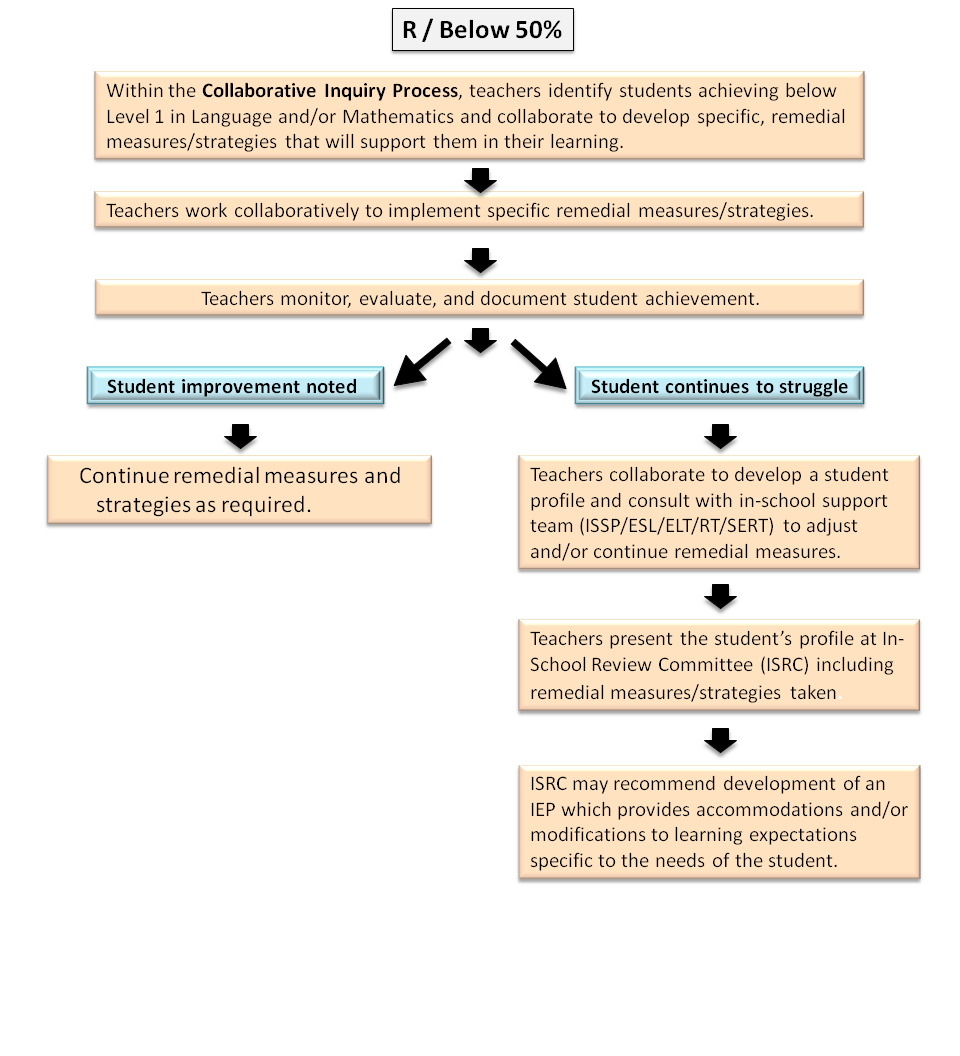
Peel’s *Growing Success* Monograph Series:

Supporting Students Achieving Below Level 1 in Literacy and Numeracy Grades 1 - 8

**What do I do about a student who has received remediation for a period of time and continues to receive R’s/Below 50%?**

There are times when the teacher needs to consult with members of the in-school team (ISRC) who may recommend other strategies, refer the student for further educational and/or professional assessments, or when appropriate, address special education needs through the development of an IEP. (Learning For All, p. 43)

**An IEP may be developed for a student who has NOT been formally identified as exceptional but who requires a special education program and/or services. (IEP Resource Guide 2004)**



**What should I consider in building a Student Profile?**

**Supporting Students Through Building Student Profiles**

**As the student’s teaching team participates in the collaborative inquiry process, teachers apply the practices of Differentiated Instruction and Assessment for Learning to support students who are achieving below Level 1 in Language and Mathematics. To support student learning teachers may also develop a student profile.**

***What is a student profile?***

A student profile is a current understanding of a student’s developing strengths, needs and interests, based on the evidence gathered by a variety of means. This can help to determine an individual student’s entry point into a particular topic or skill.

***Which students require a student profile?***

All students will benefit from the development of a profile. A profile is essential for students struggling in a particular subject, grade, or class with achievement that falls much below the provincial standard. Evidence of learning should be collected from a variety of sources and from all teachers working with these students. These students require remediation to be more successful. Remediation may be extensive and ongoing.

***How do I build a student profile?***

To build a student profile we need to look at what students Say, Write, Do and Create. We need to examine their ***learning styles/preferences, readiness to learn and interests***. All teachers working with the individual student should collaborate to build the profile.

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* evidence of academic problems
* learning skills and work habits
* use of critical thinking skills
* transition periods (schools, divisions, teachers)
* student relationship with teachers/adults
* social issues (social responsibility, getting along with others, isolation)
* environmental preferences (group work vs. independent, silent vs. background noise etc.)
* mental health issues (anxiety, depression, eating disorder)
* culture
* significant change in family life (divorce, death, illness, financial)
* frequent absences/moves
* language acquisition
* ELL

**Definitions:**

**Learning styles/ preferences** – students’ preferred way to acquire, process and remember new information (Visual, Kinesthetic, Auditory, or a combination).

**Interests –** a predisposition, passion or curiosity for a topic or skill

**Readiness –** prior learning, skills or experiences that a student brings to a new concept

**Building Teacher Knowledge of Students**

**Learning for All** (p. 50) suggests that we can begin to close the gap for students by focusing our planning, instruction, intervention and responses on **four key tenets:**

1. **Knowing your students**
2. **Knowing where they are in their learning**
3. **Knowing where they need to go in their learning**
4. **Knowing how to get them where they need to go in their learning**

**Can I accommodate for these types of learners?**

*Yes. Accommodations can be offered to* ***any*** *student*.

Although the term accommodations was previously used almost exclusively in connection with students who have special education needs, it is now being used more broadly, in reference to ways of meeting the learning needs of all students. (Learning for All, June 2009 DRAFT, pg.42)

Growing Success defines accommodations as **“**Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.” (Growing Success pg.143).

**Supporting Your Student**

[](http://www.google.com/imgres?q=pair+of+eyes&hl=en&safe=active&biw=1006&bih=535&gbv=2&tbm=isch&tbnid=guRwfUynAlW9aM:&imgrefurl=http://depositphotos.com/4727710/stock-photo-LOOK-With-a-Pair-of-Eyes.html&docid=bvXxQRMipSMotM&w=450&h=189&ei=sEJyTtnEKu3I0AHF8fSKCg&zoom=1)for **accommodations** to address the student’s specific learning needs

E.g. Using Premier assistive technology to enable the student to access curriculum material

Use a variety of resources, including:

[**Education For All (pg.118)**](http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf)

**Supporting English Language Learners – a practical guide, 2008**

**Pre-Referral Intervention Manual (PRIM)**

**Schools Attuned Program Management Resources, 2009 (All Kinds of Minds)**



**Differentation Made Easy: Adjust the VCR**



**VOLUME** – amount of information that must be learned and or produced during a given time period

**COMPLEXITY** – level and/or format of text

**RATE** – increase or decrease the speed at which information is presented

**[](http://www.google.com/imgres?q=pair+of+eyes&hl=en&safe=active&biw=1006&bih=535&gbv=2&tbm=isch&tbnid=guRwfUynAlW9aM:&imgrefurl=http://depositphotos.com/4727710/stock-photo-LOOK-With-a-Pair-of-Eyes.html&docid=bvXxQRMipSMotM&w=450&h=189&ei=sEJyTtnEKu3I0AHF8fSKCg&zoom=1)**for **teaching strategies** to address the student’s specific learning needs

E.g. Teach the student to draw pictures and diagrams when learning new concepts or ideas.

Use a variety of resources, including:

* ***Education For All***
* ***Supporting English Language Learners – a practical guide, 2008***
* ***Pre-Referral Inventory Manual (PRIM)***
* ***Schools Attuned Program Management Resources, 2009 (All Kinds of Minds)***

**What Might Home Support Look Like? – Suggestions for parents/guardians**

* Provide tutoring: older sibling, family member, trusted neighbour, high school student, private tutor
* Use a timer to develop independent work habits (chunking, focused work time with breaks)
* Have an established homework time, place, routine
* Use regular check-in time among school, student and home
* Use positive reinforcement
* Ensure regular contact with the school
* Provide central homework location which is free from distractions
* Provide easy access to required matrerials (dictionary, paper, pencils, computer etc.)
* Provide proximity to adult, if questions need to be answered or prompting is required
* Use calendar (paper or electronic) to review due dates

***Learning Skills and Work Habits:***

An important factor to consider in more detail are the student’s Learning Skills and Work habits. Although these do not directly contribute to the student’s marks, they do assist the student to access the curriculum content. These are skills that need to be explicitly taught. *Growing Success* outlines the expectation that teachers will work with students to help them develop the six learning skills and work habits (p. 10).

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Skills /**  **Work Habits** | **Sample School Behaviours** | **Teacher and Student Strategies** | **At Home Strategies** |
| **Responsibility** | * fulfils responsibilities and commitments within the learning environment; * completes and submits class work, and assignments according to agreed-upon timelines; * takes responsibility for and manages own behaviour | * written copies of instructions * visible and clear rules and expectations * visual cues / prompts | * set goals for specific subjects, tasks, personal challenges and work habits * use a calendar to track due dates * teach your child to start and complete tasks around the house * model patience and understanding in your responses * teach your child to listen to others, and work out conflicts independently |
| **Organization** | * devises and follows a plan and process for completing work and tasks; * establishes priorities and manages time to complete tasks and achieve goals; * identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. | * modelling * materials organization skills (binders, notebooks, dividers, duo tangs, etc) * strategies to assist with time management (agenda, calendar to track due dates, graphic and electronic organizers) | * encourage your child to use their agenda daily * work with your child to develop a system to organize their work and materials * encourage your child to come to class prepared * have the necessary study supplies at hand |
| **Independent Work** | * independently monitors, assesses, and revises plans to complete tasks and meet goals; * uses class time appropriately to complete tasks; * Follows instructions with minimal supervision | * work samples / exemplars * pre – teaching vocabulary * use of a timer to increase independent work time * teacher check in * incentive chart * alternative location/ seating * assistive technology * graphic organizers | * know your child’s study habits, when is the best time for them to work * assign chores within the home * give your child a timeframe to work on a task and follow up with them * set up clear rules around screen time * show an interest in your child’s homework |
| **Collaboration** | * accepts various roles and an equitable share of work in a group * responds positively to the ideas, opinions, values, and traditions of others * builds healthy peer-to-peer relationships through personal and media-assisted interactions * works with others to resolve conflicts and build consensus to achieve group goals * shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions. | * defined group work roles * modelling of effective collaboration * think aloud of problem solving steps, scripted responses * flexibility in group members and numbers * team building activities, role playing | * plan a family trip/ outing together * share household chores * model good listening skills. Be attentive to your child when they are talking * encourage your child to talk, and tell you about their day * enroll you child in team sports/activities * ask them to check voicemail message and relay them to the appropriate family member * play board games/ trivia games * plan and make a meal within a budget for a certain number of people |
| **Initiative** | * looks for and acts on new ideas and opportunities for learning * demonstrates the capacity for innovation and a willingness to take risks * demonstrates curiosity and interest in learning * approaches new tasks with a positive attitude * recognizes and advocates appropriately for the rights of self and others. | * create a safe and judgment free environment * play risk taking games * allow a pass / opt out * provide a choice or variety of tasks | * ask your child his / her opinion about something * ask your child to explain problem solving * have you child set his / her alarm clock to get up independently * encourage your child to help with chores before being asked * ask your child to share what he learned from a school project/ experience * help your child to understand the importance of time, and to work out how to get the most out of their work time |
| **Self-regulation** | * sets own individual goals and monitors progress towards achieving them; * seeks clarification or assistance when needed; * assesses and reflects critically on own strengths, needs, and interests; * identifies learning opportunities, choices, and strategies to meet personal * needs and achieve goals; * perseveres and makes an effort when responding to challenges. | * visual cues * interest survey * incorporate the MI’s * provide direct teaching of strategies * cue charts * direct Instruction and support for goal Setting | * encourage your child to be independent, but let them know that everyone needs help with certain things * know your child learning style and make connections with real life experience – this is like when you keep practicing drills for soccer |

*Adapted from Growing Success (p.11)*

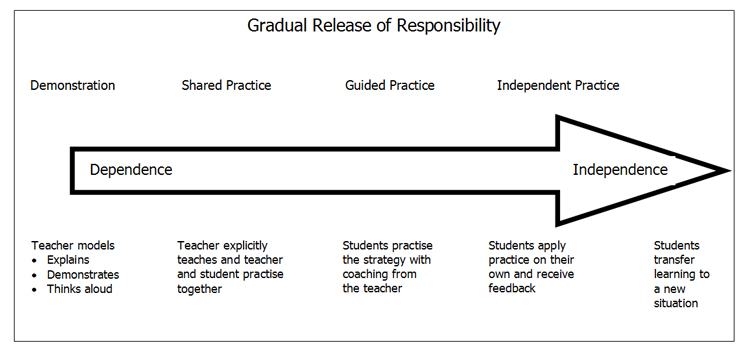
**The Gradual Release of Responsibility Framework** ([www.edugains.ca](http://www.edugains.ca))

This might take longer for the “struggling” student; you might need to increase:

* + - Frequency
    - Duration
    - Intensity

of instruction and/or assessment (Education For All, Pg.61)

* <http://portal.peelschools.org/SiteDirectory/TransformationalPractices/Resources/3.3%20INSTRUCTIONAL%20PRACTICES%20-%20Gradual%20Release%20of%20Responsibility%20Framework.docx>



**Scaffold the learning.....**

Scaffolding is a metaphor used to describe the process of supporting students as they build new knowledge and skills. It involves breaking the knowledge and skills into small steps (deconstruction), modelling the steps, providing supports as the students learn the steps, and then gradually shifting the responsibility to the students to apply the knowledge and skills independently.

**Additional Resources:**

* *Education for All –* Expert Panel Report, 2005 – Ontario Ministry of Education
* *Edugains,* [*www.edugains.ca*](http://www.edugains.ca)www.edugains.ca/newsite/aer2/chapter3/.../grad**release**.html
* *First Steps, 1994 –*Pearson Education Canada
* *Growing Success 2010 –* Ontario Ministry of Education
* *Learning for All (Draft) 2009 –* Ontario Ministry of Education
* *Pre-Referral Intervention Manual,* 3RD edition, HawthorneEducational Services, 2006
* *Schools Attuned Program Management Resources, 2009 –* All Kinds of Minds
* *Supporting English Language Learners: A Practical Guide, 2008 –* Ontario Ministry of Education
* [*www.allkindsofminds.org*](http://www.allkindsofminds.org)